

HUMANITIES NETWORK

CCH and Public Secondary Education

By James Quay
Executive Director, CCH

The request for proposals in education announced in this issue of *Humanities Network* marks something of a departure for the California Council for the Humanities. Since it first began approving grants in 1975, the CCH has seen its primary audience to be the out-of-school adult public in California, leaving the direct funding of education projects to the education division of the National Endowment for the Humanities and a host of foundations, large and small. The major exception has been the Council's "humanists-in-the-schools" program, ably administered by Dr. Ann Pescatello (see her report on the "HIS" program elsewhere in this issue). That program was cited as a model by the Commission on the Humanities in its 1980 report, *The Humanities in American Life*, and it anticipated by many years the current rash of diagnoses and

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Educational Opportunity

By Walter H. Capps
Chair, California Council
for the Humanities

There are manifold signs that education has captured the attention of the nation's citizenry. Indeed, before the present calendar year ends, there will have been nineteen comprehensive reports, prepared by blue-ribbon commissioners and analysts, regarding the strengths and weaknesses of American education, all published within a span of two years. Why is all of it happening now? And what might we expect to come from it?

Much of the interest, it seems, stems from an awareness that the country has lost its competitive edge, particularly in mathematics, technology, and a number of crucial scientific fields. Citizens have become angry that American technological expertise, in many respects, is inferior to that exhibited in Japan. More and more, they are bothered by the fact that the Soviet Union turns out a larger number of

qualified engineers than we do, with an ability to produce military weaponry that is superior, some say, to ours. They see no reason why Americans should be accepting of the fact that test scores on college entrance exams are disappointing. Why should this deep slide into mediocrity be allowed to continue?

The title of one of the reports, *A NATION AT RISK*, is indicative of the collective worry. There is increasing intolerance for anything that might support the impression that the United States has grown soft, or, as Jimmy Carter almost says, that the country is languishing in "malaise." Attention to educational needs and to the needs of education is an important element in the attempt to formulate an institutional response.

Then, too, there is a growing list of concerns within education itself that has been begging for treatment. Evidence abounds that schools have gotten caught in the competition

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New Program Officer Joins CCH

A PhD Candidate in Philosophy from the University of California at Berkeley, Caitlin Croughan began her duties as Program Officer for Northern California with the CCH on January 23. In that position she will be responsible for assisting applicants in the preparation of proposals, representing the CCH to a broad spectrum of constituencies in northern California, monitoring and evaluating projects funded by the CCH, establishing a network of California humanities scholars on computer file and assisting the Council with a major initiative in the field of education this year.

Croughan holds a Bachelor's degree in Philosophy from Reed College, Portland, Oregon. She attended Boalt School of Law at the University of California, Berkeley, for one year after graduation and has worked extensively in legal and community education projects along with fulfilling her regular academic duties. Her philosophical interests

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Request for Proposals

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Examples

The Council does not seek to circumscribe or prejudice the format of any proposal. It will, however, favor those proposals which can serve as model programs throughout California, which economically and effectively strengthen the humanities as a priority in secondary school education, and which are models of such excellence that they encourage schools, districts and/or state agencies to see them widely adapted and adopted.

Proposals may project either a one- or two-semester effort, to begin in fall 1984, winter 1985 or fall 1985. The Council would welcome projects which improve the humanities education of the state's minority groups, those which build upon the Council's humanists-in-the-schools program, efforts which promote cooperation between public schools and institutions of higher education, projects which bring parents and students together around the humanities, programs which affect

humanities curricula and textbook content, and programs which enhance teacher professionalism in the humanities disciplines. **THIS LIST IS MEANT TO BE SUGGESTIVE RATHER THAN DEFINITIVE.**

The proposed project need not be freestanding to be considered a worthy model; those that build upon existing programs or find ways to connect or enhance existing programs are welcome. However, the aim is to develop models that are new in some significant respect, not merely detailed enrichments or quantitative extensions of current programs. We seek to challenge and to prime the imaginations of those who care about the humanities and secondary school education in California.

Planning Grants

To facilitate planning for these proposals, the Council will make available on a competitive basis a limited number of development and planning grants in amounts up to \$1000 to organizations seriously

committed to submitting a proposal. These planning grants will be awarded between March 19 and June 15, 1984. Interested parties should contact CCH offices listed below to obtain appropriate guidelines and forms.

A prospective sponsor must demonstrate the need for planning funds and, after consultation with CCH staff, submit six copies of a planning grant application to CCH, including (a) a brief description of the overall project concept; (b) a description of project activities and how they will improve education in the humanities in the state's secondary schools; (c) summary information about the sponsoring organization; and (d) a budget detailing the anticipated use of the planning grant funds, including designation of local (cash or inkind) matching expenditures. **PLANNING GRANTS WILL NOT BE AWARDED TO ALL WHO APPLY AND AWARD OF A PLANNING GRANT DOES NOT GUARANTEE FUNDING OF THE PROPOSED PROJECT.**

How to Apply

Early contact with CCH staff is encouraged. Proposals for planning grants will be accepted after Monday, March 19, 1984, although you are welcome to contact CCH offices in San Francisco and Los Angeles by telephone or letter anytime after March 1. No planning grant application received after 5 p.m. on Friday, June 15, 1984 will be considered. Full proposals will be accepted anytime until 5 p.m., Tuesday, July 31, 1984. Announcements of awards should be made in mid-October.

Contact:

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1052 West Sixth Street-Suite 700
Los Angeles, CA 90017
213/482-9048
Caitlin Croughan
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Please note that all written proposals for planning and full grants must be sent to the Council's San Francisco office.

SB 813 and California Education

By Caitlin Croughan
CCH Program Officer

With the passage of Senate Bill 813 in July of last year, the legislature of California gave formal expression to the public's desire to improve education throughout the State. As a result, local school districts must now implement standard high school graduation requirements mandated by the bill, and every three years must review the curricula in their districts, improving course content and instruction according to the Model Graduation Requirements, curriculum development models and textbook ratings provided by the State Department of Education. SB 813 also provides financial incentives for improved student performance on standardized tests and makes provisions for additional testing in eighth and tenth grades. It provides special funds for Mentor Teacher programs, and specialized secondary curricula, and initiates counseling and other programs in conjunction with State University personnel.

What ideal does SB 813 hold out for high school education? How far does this ideal include the disciplines of the humanities? And what are the practical consequences of implementing this ideal?

Centralized Graduation Requirements

Since 1969, locally-elected school boards have been responsible for the requirements for high school graduation in their districts. Many boards required virtually the same courses as those now mandated by SB 813. By June of 1987, graduating seniors will be required to have taken:

- 3 years of English
 - 2 years of Mathematics
 - 3 years of Social Studies, specifically
 - United States history and geography
 - World history, culture and geography and
 - American government, civics and economics
 - 2 years of Science, specifically
 - Biological and
 - Physical Science
 - 1 year of Fine Arts or one year of a Foreign Language and
 - 2 years of Physical Education
- An amendment to SB 813 is now being considered which would require one year of Fine Arts and one year of a Foreign Language, and a fourth year of Social Studies, specifically in economics.

As part of the requirements, of SB 813, model high school graduation requirements were approved by

the State Board of Education last June. Published in *Raising Expectations—Model Graduation Requirements*, they embody, in the main, the standard college-preparatory course of study at the secondary level, specifically

- 4 years of English
- 3 years of Social Studies
- 2 years of Science, specifically
 - Physical Earth and
 - Life Science.
- 3 years of Mathematics, specifically
 - Algebra
 - Geometry and
 - a district option
- 1 year of Visual or Performing Arts
- 2 years of the same Foreign Language
- 2 years of Physical Education and
- 1 semester of Computer Studies.

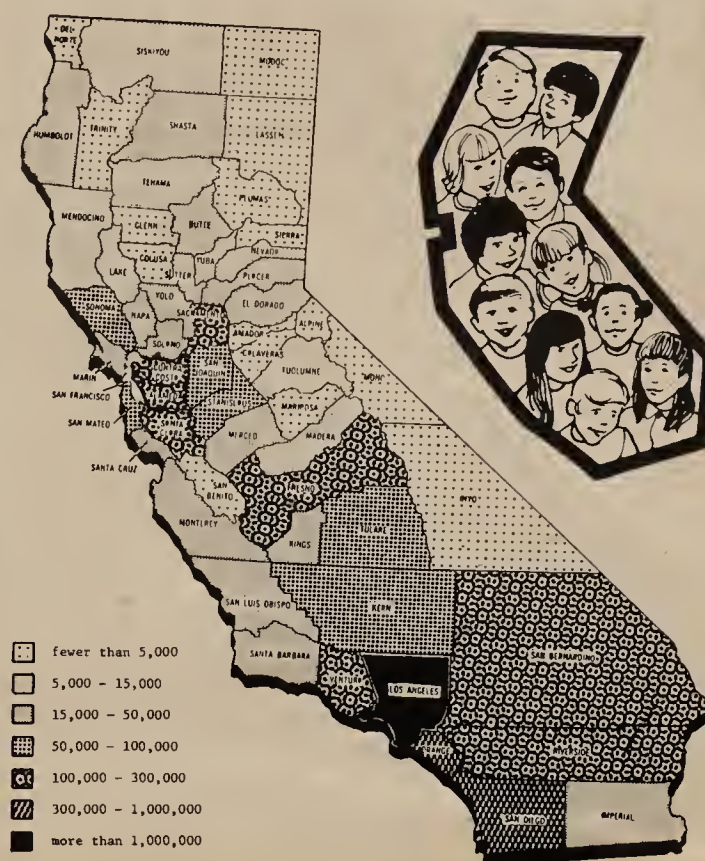
Centralized Guidelines

Several models for curriculum review and improvement are now being written: the Guide for Curriculum Planning, due in April of this year; the Model for Curriculum Standards, due in June; and the Review of Secondary Textbooks and Instructional Materials due in March of 1985.

In its 'Overreaching Curriculum Standards,' the Guide specifies three objectives: rigorous course content, high level thinking skills and increased time on task. The Guide will contain specific recommendations for improving content and methods of instruction in the secondary subject matter areas, and will provide a list of curriculum improvement resources such as frameworks, handbooks, California Assessment tests, the Golden State Examination program, Model Graduation Requirements and University Expectation statements.

The Model for Curriculum Standards presents an ideal high school curriculum against which districts are required to compare their local curricula at least every three years. It's clear that the legislature intends with these standards to insure that graduating seniors will have fulfilled admissions requirements for college or university and/or will have the basic skills necessary for entry-level employment in business and industry. To that end, the Superintendent must develop these standards in conjunction with teachers, administrators, parents and representatives of business, industry and institutes of higher education. Committees consisting of twenty-five members in each of the subject areas are now being formed by Department of Education personnel

Distribution of Students by County



Illustrations from California Coalition for Fair School Finance

to guide them in the writing of these standards.

Authors of the model standards first visualize the classroom setting, then suggest kinds of activities, allude to learning theory, present examples of ideal course content, and close by stating the general purpose for which the course is intended. Each standard is then supplemented by a list of further references, in particular, those already mentioned in the Guide for Curriculum Planning.

Following are three tentative proposals for such model standards in the 'Language Arts,' the Office of Humanities Curriculum hopes to have twenty such standards developed by June.

By law the standards cannot contain rules specifying course content or methods of instruction, but they do contain examples of each.

"Students are reading, studying, and discussing in small and large groups enduring literary works such as *Macbeth*, *Merchant of Venice*, *Evangeline*, *Paradise Lost*, *Billy Budd*, "Gray's Elegy," and "Thanatopsis" to help them become more sensitive to basic human values, qualities, motivations and dilemmas. (For additional information, refer to pages 20-22 of *Raising Expectations—Model Graduation Requirements*, page 52-58, in the *English Language Framework*, and the *Handbook*

for Planning an Effective Literature Handbook.)

"As part of their preparation for making persuasive speeches that are based on sound arguments, students watch videotapes of two presentations, one based on sound reasoning and the other on fallacious reasoning; then, small groups of students discuss the presentations and develop a list of similarities and differences to be used in reporting their findings to the whole group. (For a description of course content for oral language skills, refer to pages 14-16 of *Raising Expectations—Model Graduation Requirements*.)

"In subject-area classes, students develop and apply thinking skills such as making comparisons, predicting outcomes, drawing conclusions, distinguishing between fact and opinion. (References: pages 21-22 of *Raising Expectations—Model Graduation Requirements*, pages 7-11 of the *Handbook for Planning an Effective Reading Program*, and pages 11-13 of the *Reading Framework for California Public Schools*.)"

The Review of Secondary Textbooks and Instructional Materials due next year will provide standardized ratings of textbooks in subject matter areas. School boards are expected to use these ratings in choosing the textbooks for their districts. It is hoped that publishers

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will seek the higher ratings by publishing better texts, thus generating a pool of better textbooks from which to choose.

Humanities at the Secondary Level

How far does the ideal of SB 813 include the disciplines of the humanities?

One must first note that the organizational structure of the Department of Education provides no explicit place for the traditional disciplines of the humanities, i.e., history, philosophy, languages, literature, linguistics, archeology, jurisprudence, history and criticism of the arts, ethics, comparative relation and philosophical or historical approaches to social science. 'English' is known as 'Language Arts' and appears in the same division with 'Fine Arts.' 'History' appears as 'History/Social Science.' 'Foreign Language' stands alone as a traditional discipline. These three divisions make up the Office of Humanities Curriculum.

Secondary curriculum also provides no explicit place for the traditional disciplines. History is included with culture, government, geography, economics, and civics under 'Social Studies,' and literature is included with speech, composition and 'oral language skills' under 'English.' If a student were to elect a year's study of a foreign language, some opportunity would be available for Spanish, or Russian or German, e.g., but a student could elect, instead, a year of Fine Arts. If a fourth year of Social Studies were required in economics, little opportunity would be available for advanced humanities courses, whether required or elected.

Model requirements provide for more courses in the traditional disciplines, because they recommend a fourth year of English, which would certainly include more literature, and two years of a foreign language, which might provide for study of literature in a foreign language. But the emphasis of the model requirements is in advanced science and math, with an additional semester in computer science.

The ideal of a humanities education is represented more in the general exhortations surrounding the standardized requirements and models than in their specific course content. The Guide and Model Standards continually emphasize the teaching of values and higher level thinking skills, but little effort is made to elucidate what is meant by these two objectives. Educators could certainly not intend to teach morality or religion in public schools, so presumably by the 'teaching of values' they mean the exploration of values. Students might consider different world views, ponder the reasons they have for holding their own moral beliefs, explore and

On Resisting the Stockholm Syndrome

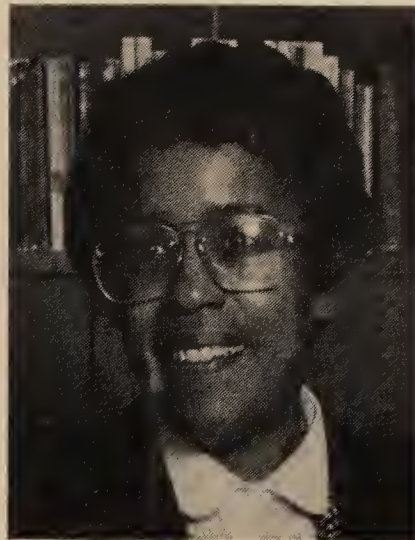
By Constance M. Carroll
President,
Saddleback College South

The "Stockholm Syndrome" is a pertinent analogy to the situation in which many community colleges have found themselves in recent years. The phrase derives from a 1973 bank robbery in Stockholm, Sweden, during which the robbers took many of the bank customers hostage as leverage in their negotiations with the authorities. This tactic was unsuccessful. However, to the surprise and consternation of their liberators, when these hostages were released they exhibited both a close identification and a deep empathy with their captors.

The community colleges of California have a distinguished history of providing educational opportunities to people of all ages, economic conditions and walks of life. For many of the more than one million students who attend community colleges in the state these institutions provide their first (and in some cases their only) opportunity for higher learning. Among many other benefits, the community colleges have given two very important "gifts" to California: immediate employment opportunities for students and an increasingly well educated citizenry. This educational system has worked extremely well, in my view, but it has been seriously threatened by several events in recent years which have held not only its funding but aspects of its mission hostage.

Since the passage of Proposition 13 and other financial bills, community college funding has become "enrollment-driven." In addition, the governance of the formerly locally controlled colleges has become increasingly shared with other agencies. In a climate of fiscal conservatism, these major changes have resulted in two very troublesome outcomes. The first is a tacit incentive to avoid offering programs or courses for which there is less than overwhelming popular demand. This incentive (or "disincentive" in the current parlance) has obvious implications for the humanities. Often the least "cost effective" and the most "marketless" of academic disciplines, the humanities have probably been the hardest hit by ongoing budget reductions across the state and they continue to be threatened.

analyze social values and think more about the connections between values, institutions and culture. If this is what educators mean by the teaching of values, then at least the rudiments of the disciplines devoted to their study—i.e., cultural anthropology, comparative religion, ethics and social philosophy—should be included in the secondary course of



Constance M. Carroll

The second problem has already been introduced by the license I cannot resist taking in my use (or abuse) or quotation marks. Although "fiscal accountability" is important in any institution, community colleges labor under an unprecedented scrutiny on the part of external agencies. Employing standards and measures poorly borrowed from the world of business, these agencies have endeavored to **quantify** all aspects of the educational programs they wish to evaluate for funding. In this milieu, those pursuits whose value may only be judged in a **qualitative** manner are in jeopardy. Hence, the decline of the scope of humanities offerings in so many community colleges.

If these same quantitative standards are employed to other qualitative activities, the cross-purposes are clear. I recently heard a marvelous story of "assessing the cost efficiency" of an orchestra. Under that assessment, the oboes were considered to be high cost due to their "under-utilization." The violin section was judged seriously "over staffed." The woodwinds represented a "duplication of effort" since they were assigned identical passages as those played by the violins. Finally, the score itself was evaluated as "over extended" since it was characterized by repetition and fugue.

Community colleges are by no means unique in their struggle to maintain programs and courses in the humanities. This is a national dilemma as well. I am, in fact, greatly encouraged by the recent renewal of the national debate on the importance of a humanistic education. I am hopeful that this

debate will rekindle a general awareness of the value of humanities programs as a significant "investment" in the present as well as the future. In seeking this end, we educators and humanists will need first to shake off the vestiges of the Stockholm Syndrome which still cling to our computer programs and cost analysis sheets in order to articulate persuasively the qualitative importance of these disciplines. Second, we must represent our point of view by restoring the humanities to their appropriate, central role in general education and requirement structures in our own institutions.

I for one look forward to the opportunity of pursuing an aggressive "agenda" for the humanities. I imagine myself at a funding hearing on the future of humanities programs. At this meeting, I present the expected bar graphs, histograms, multivariate analyses and cost efficiency studies. After that, I struggle with an unfamiliar language in order to state what I consider to be the real value and purpose of the humanities. Here is the speech I should have made years ago.

"Since community colleges provide the initial experience most individuals have in the realm of higher education, the humanities perform an invaluable service. They provide high quality programs and courses which assist students in rising to the challenges of college-level education as well as in making sense of a dangerous and most confusing world. The result of the national de-emphasis of the humanities has been the loss of individual initiative among large segments of the population (especially young people), a reluctance to question authority and passive observation in the world of events. The humanities play a central role in questioning the assumptions upon which the future is being founded; in providing a coherent framework within which the proliferation of new technologies and discoveries can be understood in terms of their implications for human life; and in fostering a climate in which intellectual curiosity, imagination and creativity can be nourished."

I will have prepared myself against disappointment when there are no questions and I will have brought additional copies of my cost analysis report for distribution.

study.

The Guide and the Model Standards also continually refer to higher level thinking skills but provide no thorough analysis of these abilities. It would appear from the tentative proposals that thinking skills come under 'oral language skills' or are assumed to be the natural result of a cumulative course of study in the

subject matter areas. If by 'higher level thinking skills,' educators have in mind the ability to identify arguments, separate good arguments from bad, and evaluate empirical and conceptual theories, they should require courses specifically devoted to these skills. Argument and reasoning are part of the disciplines of

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Status Report on Humanists in the Schools Program

By Ann Pescatello

Humanists in the Schools is a program sponsored by the California Council for the Humanities since 1968, which places persons with advanced degrees in humanities disciplines in secondary or elementary schools for residency periods of several months to more than a year. These "scholars-in-residence" serve as general resource persons to the school, offering, according to their expertise and interests, special study units for students in various classes; independent study projects; field trips to museums, exhibits, ethnic culture centers; refreshment for teachers by broadening and updating their grasp of subjects that they teach; involvement of parents and community in such activities as film festivals and theatrical presentations. The accompanying essay by Duncan Robertson, a "Visiting Humanist" in San Francisco, suggests the flavor of his experience, and the following report by Ann Pescatello, CCH Special Projects Officer who personally guided the program from beginning to end, describes its increasing outreach and impact. The report was originally written for *Federation Reports*, the Journal of the State Humanities Councils.

The HIS program continues to flourish, both as pilot and as offshoot in approximately two dozen districts and nearly 200 schools, K-12 throughout California. Most of these schools and districts are in the most populous and influential areas of the state. For example, one of our programs has been housed in and disseminated throughout the Los Angeles Unified School District, largest in California and second largest in the nation. The student population alone of the LAUSD is approximately 550,000, more than the population of some of the states. The programs developed within the LAUSD were designed to fit the particular circumstances of population density, distance, and the rich variety of resources of an intellectual and cultural nature, available in the Los Angeles area.

The CCH has been pleased that it prescribed a remedy for a troubled educational system before the current deluge of diagnoses arrived. Working without fanfare, the CCH has been able, through the Humanists in the Schools program, to use the humanities as the focus for reform and impetus for qualitative changes in education.

It will not be possible here to describe and to analyze all that has happened in the HIS program since 1980. Indeed, that will be the purview of our HIS HANDBOOK, which is in production and which will be available by the summer of

1984. The HANDBOOK will be a complete guide, from conception to completion, to how to develop an HIS program. The HANDBOOK will be useful not only to state councils but to organizations such as school districts and foundations that might be interested in a scholar residency program. Let me provide here a brief resume of ingredients in the program and the networks necessary for its success.

When the HIS program began, two major bills had defused quality education, left teachers demoralized, students less prepared than their predecessors, and parents angry with the educational establishment. There was need for upgrading standards, for increasing rigor of teaching and courses, for stimulating parent and community interest. Further, there was need for establishment of closer ties between K-12 and colleges, and between school districts and local intellectual and cultural resources.

To meet these needs the HIS proposed programs that placed university scholars in the humanities, recent Ph.D.'s and Ph.D. candidates, in schools for long-term residencies to work on a day-to-day basis. Scholars and teachers worked together to expand approaches and deepen awareness in history, English and American literature, foreign languages, and related subjects. Scholars offered seminars during the course of the school year, as well as lectures, singular or in series, to teachers in specific disciplines. Scholars also worked to revise and upgrade curriculum, relating it to the specific locale of the school or district, and up to date in content as well as craft.

Scholars also counseled students in independent study projects, planned and led field study trips to museums, libraries, historical socie-

ties, historical sites, cultural events of various sorts. Scholars designed special scholarly projects that developed networks between schools and community institutions, and also strengthened K-12 and college-university links by utilizing the resources of colleges—libraries, faculty, and others—and fostering situations that would enable colleges to gain a renewed understanding of the importance of working with K-12 teachers and students, their future constituents.

Results from the programs have been gratifying. Top-flight teachers took part in and often led teams in the program. One of many bonuses was that basically good teachers whose resolve had left them were enticed into the program and proclaimed that they had received a new lease on life in terms of new material, new methods, and new enthusiasm for teaching. Administrators in individual schools and in school districts—city and county—have given their seal of approval to the project. Ph.D.'s and soon to be Ph.D.'s in disciplines of the humanities were recruited primarily, although not exclusively, from California universities. Not only did these scholars gain insights into public school teaching, but the stipends of their residencies provided a living wage for humanities scholars at a time when the market for their talents was in its most depressed state. Contacts have been established and confirmed between schools and districts, on the one hand, and local museums, libraries, historical societies, colleges and other cultural institutions on the other. Students and parents have had the benefit of numerous courses, components, and programs developed under the aegis of HIS.

There are several areas of success to which we can point, but I want to highlight two not often

mentioned in school programs. One is the growing relationship that the Council, through HIS, has been nurturing with colleges and universities and between them and schools in the state as a result of the recruitment of scholars. Humanities departments receive notices annually by letter from the CCH of the program, and chairpersons make available to their graduate students and new Ph.D.'s the opportunities available in the HIS program. Since 1978, universities have demonstrated a marked change in their attitudes toward the schools, and in some areas of the state a definable sense of partnership now exists. Similarly, the HIS program has helped to reduce barriers to cooperation and access to universities by schools. The scholars in residence in the schools have helped to change attitudes and to facilitate the cooperation needed between K-12 institutions and those of higher education.

No less gratifying has been the program's fostering of cooperation with various non-governmental funding agencies. When education became the hottest topic in the United States, foundations and other funding groups wanted to be involved. The HIS program provided them with a successful model. Agencies wishing to spend money but not knowing what avenues to pursue, could endorse education. Foundations could offer not only seed money for new HIS programs, but also support for ongoing programs which had been seeded by the Council. Community education funds and local donors also became sources of support for HIS programs. To be sure, there are many granting agencies with specific ideas about how money is to be spent. But for those looking for a model, HIS was and continues to be attractive for several reasons. It is administratively lean, cost-effective, and provides concrete results. These latter include retooled and reinvigorated teachers, students better educated in the humanities, university scholars with a broader perspective of how to use their disciplinary training, parents and community with a better sense of the education taking place in their schools, networks developed, new classroom materials produced, in print and on tape, for current and future use.

HIS was meant from the outset to be a model program, one that the Council hoped would be adopted by school districts and modified for their specific needs. Evaluation was built into the program; forms were developed to be used by all participants in the program. On-site observations and both formal and informal means of monitoring projects within an overall program are integral to the evaluation process. As many of



Drawing by Eric Mathes

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Scholar in the City

By Duncan Robertson

I am a once and future medievalist, a refugee from academia. I have retained an odd fondness for epic poetry, saints' lives, courtly romances and the like. These interests do not lead to a job in industry, but that may be just as well. The job I have is unusual: I am a "Humanist in Residence" at Benjamin Franklin Middle School here in San Francisco, and at Oceana High School in Pacifica. The appointment is sponsored by the California Council for the Humanities, the San Francisco Education Fund, the Peninsula Community Foundation and the school districts involved. The money is not excessive, but I get to do almost anything I please in literature, history, philosophy, etcetera—anything to raise the consciousness of the humanities in the public schools.

Well, there are practical limitations. Eighth and ninth graders are not yet ready for graduate research. They come in all shapes and sizes, on all levels of ability; what they need most is work on basic skills and good reasons to do it. I have had to drop excess baggage, forget the footnotes and get down to underlying processes: speaking, listening, reading, sharing enthusiasm and concentration. Detailed knowledge is less important here than curiosity. I do best with subjects which are as new to me as to the students, things somebody asks me to do: an introduction to *La Traviata* before the opera trip; the theme of death in art history, around Halloween; ships and seamanship in American literature; Galileo versus Aristotle in physics. I've gone on a lot of field trips, brought some resources into the schools, organized a film festival, and even taught some medieval literature in translation. But a public school is not the place, so I gathered, for literary scholarship.

Last Spring, however, the Teatro Campesino came to town with a production entitled "Corridos," and I saw an opportunity. The Mexican *corridos* have long intrigued me; these "border ballads" from around the turn of the century treat of love and violence, epic drunks, firing squads, infidelities, robberies, earthquakes—everything under the southern sun. But what particularly intrigues me is how the songs proliferate in anonymous variant versions, unrestrained by any "authentic" original. Here in our own time is a working model of a medieval literary tradition, a phenomenon analogous to the legends of King Arthur, the Spanish *Romances* or the *Song of Roland*.

I decided to plan a unit on the *corridos* for my students. Before going to see the show, we would study this medieval-modern poetry and music. The once and future

scholar dug out his U.C. library card, and took BART across the bay. Spent a totally frustrating day at Berkeley: the material I needed—the songs themselves—was all locked in the rare book library, not to be taken out or even photocopies without permission from a higher authority, who was out of town until next week . . .

I rode back across the bay, and got out of the train at 24th Street. Walked into the Libreria Mexico on Mission; there I found: religious tracts, romantic fiction, pornography, comics (!*Kaliman! Hombre increíble!*), pamphlets on dealing with *la inmigracion*—and the texts of the *corridos*. Around the corner at Discolandia I found records. Research accomplished! Of course the recorded versions differed wildly from the printed ones. That is because people are still singing these songs; they are still growing and changing, alive and well.

It was a simple matter then to put the material together and plan lessons. We listened to the music, read the texts, discussed solemn Social Implications and (best of all) sang the songs ourselves. Then we went downtown on the bus and saw the show. It was colorful, noisy, sexy—the kids loved it. I was thrilled. Other adults were more critical, especially those with a Hispanic heritage of their own: the whole culture of *machismo* glorified in the *corridos* is altogether too alive and well for many thoughtful people.

Back at school we discussed the performance. Which of the songs had they liked best—*Juan Charrasqueado* ("Johnny Scarface"), *Cornelio Vega*, the bandit, or perhaps the ones about the women of the Mexican revolution—? None of the above. The one they preferred, many of them, was *Delgadina*, a

song descended from an old Spanish *romance*. The heroine refuses to sleep with her lustful father, so he locks her up in her room and she starves to death, a virgin martyr in the purest medieval tradition. I had to ask: "Why would you choose *this* horrific story over the others?" An eighth grade girl answered: "Because it is like life . . ."

Children at that age take literature absolutely seriously. Well they might: incest, for example, is a real issue and a risky one, perhaps, to bring into a classroom discussion. But the language of the old ballad is stark, shorn of sentimentality, relentlessly clear. The song puts a nightmare into poetic order. For that eighth grader it freed up a fearless kind of understanding—and she, then, spoke straight to the heart of its meaning.

The students wrote (and carefully rewrote) letters to the producer. Who wrote them back. A man who had been in the audience wrote to congratulate us on our good behavior. Our principal at Ben Franklin, Gregg Bender, wrote *him* back. At Oceana High, a Spanish class wrote an elegant book of essays, illustrated by photographs of Hispanic artistic sites. Basic skills development went satisfyingly on and on.

My own research, in the meantime, took an interesting turn: I started going to Mexican movies. Many of these are based on the old *corridos*. They are mostly great 'B' productions, featuring lots of western action and *musica ranchera*. These films take traditional characters—the wandering *vaquero*, the faithful bride, the disobedient son—and re-plant them in new surroundings where they can grow new twists of plot and circumstances. The medieval legends of King Arthur and his knights reproduced themselves in

much the same manner over many hundreds of years. Arthur himself, the old poets claim, is alive and well today on the isle of Avalon . . .

The Ballad of Gregorio Cortez appeared in local theatres. This is very much an 'A' movie, the inspired creation of Edward Olmos, based on a Texas *corrido*. Quickly I assembled materials, taught classes, and took the students to see the show. A few days later, Olmos himself turned up to sign autographs at the 24th Street Fair. There he stood, in street-sharp clothes, in front of the Galeria de la Raza. I had an urgent question to ask him. What *exactly* had he said to his brother, in rapid Spanish, during that crucial confrontation with the sheriff? Something about *rinches*? He answered, explaining that *rinches* referred to the Texas Rangers, to whom he had sold a mare—all the details I wanted. That moment was slightly eerie. I was interviewing Gregorio Cortez, through the performer who created him; I might as well have been talking to Robin Hood in person, or to one of the singers of tales who made the *Song of Roland*.

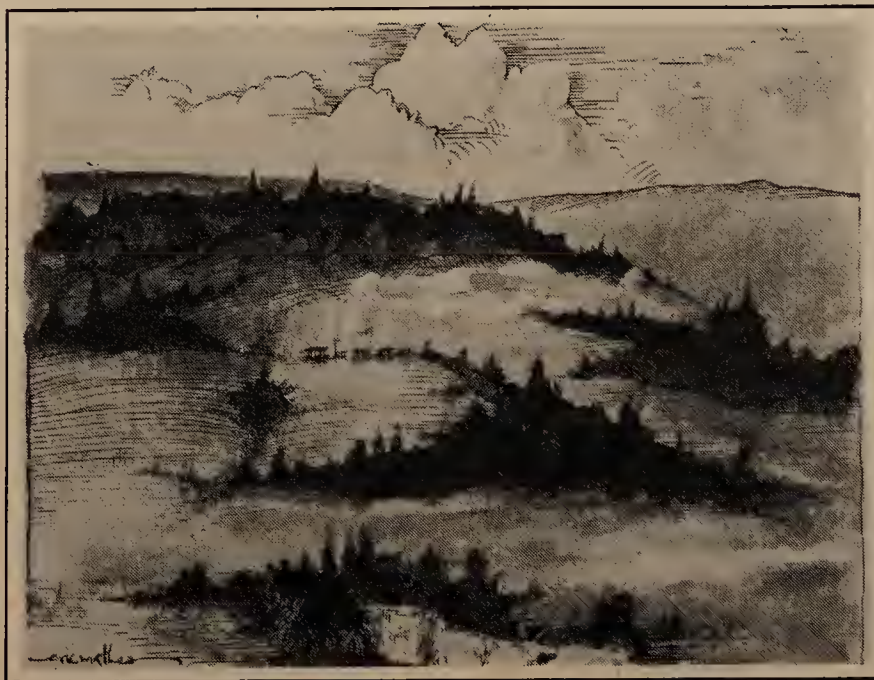
Does this count as literary scholarship? Literature is experience, enticing, sometimes threatening, not without risks to the participant. A scholarship of experience will go beyond the library. I sought access to European medieval poetry, and found it in the Mission. In the public school classroom, I learned something about its present meaning. I may yet find the way to Avalon.

Pescatello Moves On

Ann Pescatello, special projects officer with the California Council for the Humanities, has chosen to move ahead to further academic ventures. Ann has guided the Humanists in the Schools program from its first tentative approach to scholars and school districts to the well-established routines and relationships that define it now. Her final contribution was writing the Handbook that will help other districts, foundations, organizations and scholars to benefit from the wisdom accumulated over the six-year period.

She will be returning to her work as director of the Council on Intercultural and Comparative Studies at the University of California at Berkeley, and will continue as Senior Research Associate at the Center for South and Southeast Asian Studies, also at Berkeley. She is currently coordinating an experimental research and development program at San Francisco State University, and completing work on a monograph on the social history of Delhi.

Her farewell message to her friends and well-wishers appears on the following page.



Drawing by Eric Mathes

Ann Pescatello Bids CCH "Adios"

As I bow out of CCH project activity, I confess that I have long pondered this move and reflected on what I have been able to accomplish as Special Projects Officer for the California Council for the Humanities. None of the present Council was sitting when we began our foray into improving humanities education, and the membership has changed regularly through various phases of our Humanists in the Schools program. There has been one constant, however: enthusiastic and widespread support for the HIS program. In one sense, not to be in favor of education, and especially humanities education would be akin to rejecting motherhood and apple pie—but the diverse talents and interests among Council members were such as to produce constant critical evaluation of the program and to hold it to a high standard of guages, the need for historical That is how it should be with a Humanities Council.

I applaud the California Council

for the Humanities for its unswerving support of education in the humanities which preceded the current groundswell of support for education. Even though we now frequently read platitudinous statements about how the American public supports public education and greater funding for public education, we at CCH know that was not the case six years ago. After careful analysis, we enlarged upon the directives of Washington, forging ahead with our convictions that a school-based program was a way to reach many sectors of the California public while also preaching the canons of the humanities.

Six years ago hardly anyone expressed concern about the state of education in the United States. At the same time, the humanities were often regarded as "frills." It is with not a little amusement and with a great deal of satisfaction that I see we were in the vanguard of change, qualitative and substantive change, in American public educa-

tion. Our HIS program was already in place and functioning when the Rockefeller Commission began its investigations. We had already responded to Proposition 13 before it was passed. We had our ears tuned to the galloping disasters about to befall our education system and we were ready, in a sense, because as humanists we have always had to fight the battle for the humanities as the linchpin of any civilization.

This is, for me, the appropriate time for a valedictory. The crusade for quality education has begun. Hundreds of solid schemes are on the table in the country. Many of the problems we found needed correction are being addressed. The public has discovered foreign languages, the need for historical context, the fact that reading and writing are language and literature. Bankers, corporate heads, presidents of universities are emphasizing what we already knew—the necessity for closer ties between schools and colleges, between persons in the

public arena and those in the schools. All, finally, are awakening to the fact that while a humanities education is an advantage in business, banking, medicine, etc., it is crucial to the quality of one's life.

We believe we have done our job well. We have developed and tested and are disseminating a model that other states, other agencies can adopt and adapt as a vehicle for addressing major problems in the public education system. I think the CCH can be pleased with its investment.

I want to thank "the Council" for the opportunity to come out of the ivory tower and use my academic skills for the common well-being in a public arena. I was able to do my job with few obstacles and with unflagging support from both the Council and CCH staff and can relinquish it now with feelings of accomplishment and pride.

Ann Pescatello

Fate of the Earth Project Announces Events

"The Fate of the Earth: Human Values in the Nuclear Age," winner of the CCH major grant on a subject related to peace and war, continues its events in the Los Angeles area. Sponsored by Immaculate Heart College Center and the Alliance for Survival, the project has now been endorsed by 27 community organizations. All meetings take place from 7:30 to 9:30 p.m. unless otherwise indicated in the schedule which follows. Further information may be received by calling 213/470-2293.

Demystifying Nuclear Language Monday, March 12

Sheila Tobias, M.A., historian and author of *Overcoming Math Anxiety* and co-author of *The People's Guide to National Defense*.
Host: Language Arts Division
Language Arts 216 (L216)
Cypress College

Globalism: Necessity or Utopia? (Human Survival—Without Apologies)

Monday, March 19

Norman Cousins, President of the World Federalists Association, author of *Anatomy of an Illness* and *Human Options*.
Host: Citizens of the World

Bridges Hall of Music
Pomona College Campus,
Claremont Colleges

Economics and Values in the Nuclear Age

Wednesday, March 28

Bobbie Hodges-Betts, Staff of Peace

Education Program, American Friends Service Committee; James Cypher, Ph.D., Professor of Economics at Cal State Fresno; David McFadden, Senior Research Associate, Mid-Peninsula Conversion Project.

Host: El Camino College Federation of Teachers

Recital Hall, Music Building
El Camino College

The Poet as Prophet in the Nuclear Age

Wednesday, April 11

Denise Levertov, Ph.D., Visiting Professor of English at Stanford University, poet and author of *Candles in Babylon* and many other collections of poetry.

Host: Loyola Marymount University Campus Ministry

St. Robert's Auditorium
Loyola Marymount University

Game Theory and Nuclear Deterrence

Thursday, April 26

Gregory Kavka, Ph.D., Professor of Philosophy at U.C. Irvine, specialist in Ethical Philosophy.
Host: American Studies Student Association

University Center Theatre
Cal State Fullerton

Thinking About the Unthinkable: Psychological Dimension of the Nuclear Threat

Monday, May 14

Timothy Hayes, M.D., Asst. Clinical Professor of Psychiatry at UCLA, technical consultant to "The Day After" and "Testament;" Jeanne Segal, Ph.D., psychotherapist and author of *Living Beyond Fear*; Craig Schindler, J.D., Ph.D., Professor of Environmental Ethics at U.C. Santa Cruz and Executive Director of Life Force Foundation.
Host: Valley College Departments of Psychology and Sociology

L.A. Valley Community College
Van Nuys

Creative Conflict Resolution

Friday, June 1

Gene Sharp, Ph.D., director of Program on Nonviolent Sanctions at Harvard University's Center for International Affairs, author of *The Politics of Nonviolent Action* and *Social Power and Political Freedom*.
Host: Interfaith Peace Ministry

Loyola Marymount Extension
Campus Auditorium
480 S. Batavia in Orange

World Under Threat: Reflections on Camus' *The Plague* in the Nuclear Age

Thursday, June 7

Anita Caspary, Ph.D., IHM, former Professor of Theology and the Arts at the Graduate Theological Union.
Immaculate Heart High School
Student Union Cafeteria
Franklin Avenue at Western

the FATE of the EARTH

HUMAN VALUES IN THE NUCLEAR AGE



Pointed Personal Perspective

The statements in boxes are clips from a talk show tape on which Robin Wilson, Professor of English and President of California State University, Chico, discussed problems of education with callers as the guest of Bill Wattenburg on Station KGO, San Francisco. So great was the number of calls that the show was extended for an extra hour—from midnight till 1:00 a.m. President Wilson is a member of the California Council for the Humanities.

I think the bottom line, as we in higher education like to put it, is that our kids are, frankly, 10% dumber than we were, or we are... I mean more ignorant. They are less capable in mathematics, in mathematical reasoning, in writing, in calculating. Over the last 20 years, the SAT scores—the college entrance examination scores—have dropped about 10% on a national average. The result of this is horrifying; the U.S. Navy now finds that 25% of its recruits are not able to read beyond the 9th grade, and 13% of all 17-year-olds nation-wide are illiterates. This figure approaches 40% among some ethnic minorities. The number of kids who can now do mathematics in several steps rather than a single step and write a persuasive essay—maybe a third can. The woods are on fire. It's a terrible problem.

If I have to pick one thing that has brought this about, I would say it is the fact that a typical young person who comes to an institution like Chico has spent about 13,000 hours in the classroom and about 16,000 hours in front of the aptly named boob tube.

Let me give you an interesting figure which is adjusted for inflation: the per-pupil expenditure of dollars in 1929-30, when I was born, was \$478. By 1958 it had reached \$1123. This year it's \$2070. That's just about six times as much expenditure per pupil. Now—one terribly important factor is, for many generations our K-12 system survived, operated well, operated cheaply, because we exploited a very large number of intelligent young women who could find no other employment opportunities. It is a very big factor.

Typically, a young man or woman who prepares in science to teach in high school—well, first of all, there aren't very many of them—20 years ago about 25% of young people entering as freshmen in college said they wanted to be teachers. That figure is under 5% now. And the reason is fairly simple—the pay is rotten. And I don't think they get the respect they deserve in our society. You know, it's interesting—the Japanese teacher is considered to be the supreme civil servant. He's top of the heap. He is paid well; he is honored; he has a long career. American teachers are not treated well—I frankly could not bear to teach in an inner city high school; I'm not tough enough, and that's after four years in the Navy and eight years in the CIA.

Those of us who are really concerned see teacher education as being more on a level of complexity and demand with legal education. We think a teacher ought to have about as much training as a lawyer. This involves, then, four years of undergraduate good solid rigorous education, generally in the liberal arts or in a major subject for credentialing purposes, followed by more than a year—I don't think you can turn out a good teacher in five years unless that teacher is heroically dedicated—

I'd like to see the resurgence of vocational education. We need it very badly. It's not done well except in a very few schools in the country, but there's no reason why people who—well, John Gardner put it best: if we try to make all of our plumbers into philosophers, neither our pipes nor our theories will hold water.

I don't know what makes a great teacher—one recognizes them. Teaching is one of the lively arts. It's like dance; it's like music or drama. I don't know the secret—I don't want to say that good teachers are born and not made; I think teachers can be made, but I don't know how you do it. I don't believe you do it in 30 hours of methods and foundations. There are many courses in the art of teaching; I have very little confidence that they are effective.

I feel very sorry for the typical school teacher who faces anything short of mayhem in the classroom, reluctant children, often crowded classrooms, poor pay, incredible conditions—the amount of money spent on textbooks, for example, in the last decade has dropped 50%—textbooks and related materials. Teachers' salaries have declined 15% since 1970 in real dollars—we're paying them less and less. The number of students enrolled in practice teaching in math and science has declined by a factor of four in the last ten years. There's an incredible shortage of teachers coming up. Forty-two states out of the 50 reported a substantial shortage of teachers, particularly in math and science. A quarter of the teachers now teaching math and science in the public schools plan to leave within the next five years. It's very simple. A starting teacher in California makes about \$13,000. If you have a degree from Chico State in mathematics or physics, no way are you going to work for \$13,000 in a school because you can almost double that going to work for someone in Palo Alto.

If you look at all the young people between the ages of 18 and 21 who have not graduated from high school—the ages you would expect them to have done so—about 16% of those not graduating are white, about 21% are black, and a whopping 36% are Hispanic. This state is facing an ethnic mix by the turn of the century, which will be roughly 50% Hispanic. We cannot afford to tolerate that large a population being denied the benefits of education.

There's a lot of talk about back to basics. It's tempting to go back to that happy time when only 8% of our students were going on to college rather than the 50 or 60% who now are going on to college. We have made education, both at the high school level and college level mass education, and we've lost some standards in the process. It's appropriate that standards have changed, as we have tried to incorporate into our educational system the very large numbers of persons who were excluded before. Back to basics isn't the answer; a reassertion of discipline and rigor, I think, is.

Most educators would say that education succeeds in terms of time on task—the number of hours you put in learning. A typical Japanese kid goes to school eight hours a day. A typical American kid goes to school 5½ hours a day. A typical Japanese kid goes 220 days a year, as does an English kid, as does a German kid, as does a Russian kid. A typical American kid goes to school 180—40 days fewer—eight weeks fewer every year.

I think the school-leaving age should be 8th grade, or about 14 years old—maybe 15—students who don't choose to continue should be given useful employment someplace—this sounds Draconian and 19th century, but the alternative is to keep the unwilling and the reluctant in the classroom where they disturb those who are neither unwilling nor reluctant. I will probably have a good deal of mail tomorrow.

When I started out teaching freshmen, myself only recently into graduate school, I worried about teaching, and I discovered a very simple principle which I think any teacher listening will instantly identify: you have to love the kids. I think that's true of educating anyone. My experience is in the university; it's not in grade school, and I don't much care for little kids—I find them tolerable, and little things that I hope will grow up to be human beings so I can like them. College students I like very much. And the secret of good teaching is loving those you want to teach.

My opinion is that the mentor might be the first approach to differential wages; I'm hoping that the mentor teacher might be the first genuine approach to differential salaries for excellence in teaching. (They could be evaluated) the way we evaluate human beings in all walks of life—generally through peer review; I think that's better than administrative review—we will do it uncertainly, we will make mistakes, but it's better than the kind of lockstep system we have now.

GRANTS AWARDED

Humanities in California Life

THE CCA CULTURAL SERIES

Sponsor: The California Cultural Alliance, Inc., Sacramento

A week of films, workshops, panels and lectures is designed to increase understanding and appreciation of five cultures prominent in Sacramento's increasingly multi-ethnic community. From a society dominated by descendants of northern Europeans 40 years ago, Sacramento County has come to share the multiracial and multilingual status of California and the Los Angeles area. The theme "Racial Threads in the California Tapestry" will explore ethnic, racial and religious tensions in a culturally plural society, looking specifically at Black, Mexican, American Indian, Japanese and Vietnamese culture and problems.

Common to the perspectives of these five ethnic communities are the themes of education, transmittal of traditional values to youth, stability of the family unit, status of women, fear of racially motivated violence, continuing struggle for liberation and a search for a new sense of direction. Humanities disciplines such as history, anthropology, jurisprudence, ethics and sociology will be brought to bear on these problems and their relationship to the larger community.

POPOL VUH

Sponsor: Film Arts Foundation, San Francisco

The Popol Vuh is an ancient meso-American manuscript, the national book of the Quiche Maya people, the most powerful nation of the Guatemalan Highlands in pre-conquest times. Originally an orally transmitted legend, it contains the whole evolutionary process of its people's culture—their religion, society and economy. Project sponsors plan an animated film project based on this creation myth.

Funerary ceramics of the 7th to 9th centuries have been identified as carrying scenes from the Popol Vuh legend, and their visual style provides the inspiration for the animation. Music for the film is played on pre-Columbian instruments by Indians and pre-Columbian musicologists, especially for this project. The text of the legend has been translated into the same poetic form of couplets as the original, and will be narrated both in English and Spanish by professional actors. Scholars in anthropology, art history, literature, folklore and history have contributed to the research over a period of five years.

Televising of the Popol Vuh is intended to reinforce the pride of ethnic heritage of Spanish-speaking Americans and their sense of participation in American media.

WOMEN ON THE LINE:



From a project sponsored by the Santa Clara Center for Occupational Safety and Health

CALIFORNIA CHICANO MURALS HUMANITIES PROJECT

Sponsor: Social and Public Arts Resource Center, Venice

A series of forums is designed to increase public awareness of the history and cultural significance of Mexican-American murals throughout California, using a comprehensive slide collection and written documentation of murals previously put together by the sponsoring organization. Art critics, art historians, cultural geographers and Chicano studies scholars will present the forums, to be held once a month in four major mural centers: San Diego, San Francisco, Sacramento and Los Angeles.

Murals will be discussed in their relationship to Chicano literature, history, education and values, as visual journalism and as barrio art forms in which community residents become involved in the art-making process and thereby influence their own environments. Also considered will be the effect of public policy and funding—how the imagery and artistic process are influenced. The four forums will be recorded with the intention of editing them for radio broadcast.

ON THE WATERFRONT: AN ORAL HISTORY OF RICHMOND, CALIFORNIA, 1910-1984

Sponsor: Regents of the University of California, Berkeley

This project is designed to record the lives of 20 of Richmond's oldest, surviving waterfront figures through oral history interviews; to collect historic photographs of the port of Richmond and its workers; and to create an exhibit based on the collection.

The major focus will be 1940-1970 as World War II and the entry of Kaiser Shipyards set off one of the most rapid and spectacular periods of industrialization in American history and Richmond's population changed from a predominantly white working class town of 23,000 to a multiethnic city of 125,000. An interdisciplinary approach will include history, social welfare, religion, literature and folklore.

Taking as a premise the theme that the biggest single factor in determining a region's character is the work that its residents do, the project will concentrate on Richmond's predominant work, shipping and shipbuilding, and the city that grew around it.

THE ROLE AND IMPORTANCE OF HISPANIC-AMERICAN LITERATURE WITHIN THE HUMANITIES

Sponsor: The Bilingual Foundation of the Arts, Los Angeles

Three plays from the Hispanic theatre tradition will explore issues related to the Hispanic search for identity, important social changes within the fabric of Hispanic-American society and the role of Latinas in the historic process. These will be followed by post-performance discussions between California scholars in Latin-American literature, culture and women's studies, and the audience of community members. The goal of the series is to enhance public awareness of the values and customs of the Hispanic tradition and increase appreciation of the contributions of Hispanics to California social and cultural life.

A one-day symposium will follow, focusing on the role of Hispanic and Hispanic-American women in theatre, seeking to identify obstacles

that prevent them from realizing their full creative potential as performing artists, writers, producers and directors, and looking for strategies to encourage and publicize the efforts and theatrical contributions of Hispanic women.

THE KOREAN AMERICAN COMMUNITY IN THE 1980S: EMERGING ISSUES, CHANGING RESPONSES

Sponsor: Asian American Studies Center, University of California, Los Angeles

A two-day conference is designed to produce an analysis of the Korean American experience in California by examining the cultural, social, political and philosophical frameworks in which community life takes place. It will explore the underlying realities and assumptions of immigration, settlement and growth; the dynamics of building community structures within a multi-ethnic society, and the development of an ethnic identity within the context of the local community and state, the larger U.S. society, and the emigrant homeland.

Four plenary sessions will be supplemented by eight topic sessions held two at a time. Subjects include (1) the Challenge of Crisis: The Korean American Community Responds; (2) Family Life and Values: Patterns of Conflict and Accommodation; (3) Community Structure: Emerging Urban Forms and Philosophies; and (4) Between Generations: Values in Common and in Conflict.

A one-hour videotape will be produced as part of the project, containing interviews with key panelists on their topics of expertise, and a printed summary of presentations is planned for dissemination to the general public.

GRANTS AWARDED

Dissemination of Humanities

SUICIDE PREVENTION: YOU'VE GOT A FRIEND

Sponsor: RadioWest Productions, Los Angeles

A 29-minute radio documentary will be the final product of a collaboration between sponsors and scholars in social history, social ethics, and literature. The program will describe and interpret influences on approaches taken to suicide prevention in the United States. Religious beliefs, medical and psychiatric developments, the evolution and professionalization of social services, prevailing attitudes on individual, family and community responsibility, and changes in public policy will be major factors considered.

The documentary will include interviews with pioneers and practitioners of suicide prevention, actual-

ities from suicide prevention centers and hotlines, and dramatized segments to approach the question, "Whose responsibility is suicide prevention? It will feature an evaluation of proposed federal and state legislation aimed at preventing suicides, especially among youth, and will describe the work of the Los Angeles Suicide Prevention Center which marks its silver anniversary this year, and is a prototype of such programs across the country and around the world.

JACK LONDON: HIS DAUGHTER REMEMBERS

Sponsor: Film Arts Foundation, San Francisco

Ms. Becky London, now 81, is the only surviving descendant of California author Jack London, and a 25-minute film features her remi-

niscenses of her father and his times, alternating with segments of historical photographs and voice-over narration that place her comments in their social, cultural and historic contexts. Designed for high school and college classes, libraries and museums in the United States and abroad, the film is expected to create a new public for London's work. His involvement in the social issues of his era and his participation in the outdoor adventures chronicled in his books will be new to whole generations of readers.

The narration poses three major questions: Why does London continue to compel interest when the fame of most of his contemporaries has faded? Why does he continue to be as popular overseas as he is in America? Why does he continue to appeal to youthful readers? Centered

on the unrehearsed authenticity of Ms. London's memories and the poignance and fascination of photographs of Jack London's era, the film makers hope to make the writer a less distant, less intimidating, more human figure.

CALIFORNIA PRISONS IN CRISIS: INSIDE, OUTSIDE, AND IN BETWEEN

Sponsors: American Friends Service Committee, Pasadena; Radio West, Venice

A radio series will provide a forum for debate and analysis of questions dealing with inmate rehabilitation within the California Corrections System, a concept largely abandoned as an alternative to punishment-oriented institutions. Five areas of primary concern will be discussed: (1) The history of the California Penal System through the progressive period of the 1940s to the present; (2) A look inside the system—first-hand views from the top down; (3) Current assessment of public policy, trends and events as they affect prison and public life; (4) A debate: rehabilitation— a moral imperative or an expendable luxury; (5) Rehabilitation redefined—does it have practical application to prisons and prison philosophy in the 80s?

The project will bring together scholars in history, jurisprudence, social theory and ethics with legislators and experts in penology and prison law. The series will be available as five 5½-minute segments or a 59-minute documentary that will include the debate. It is intended primarily for public radio presentation.

Humanities in California Issues

THE INDIVIDUAL AND THE COMMUNITY

Sponsor: Far West Institute, San Francisco

A series of 6 lectures will explore the question of spiritual communities in contemporary society, especially the dynamics of the process in which individuals come together to seek a way out of the moral crisis of the modern world. Speakers will investigate the forces that lead to the emergence of a leader and determine whether the process of self-development continues or disintegrates into cultism. Each lecture will be followed by a question-and-answer session with the audience and by a seminar the next day with invited participants from local business, academic, arts and community organizations.

The lecturers will be distinguished humanists from the disciplines of philosophy, history, literature, comparative religion and cultural anthropology. They will consider the series topic both from the perspective of their professional field and their personal understanding of the theme's impact on contemporary society. Colloquium participants will offer both historical perspective and contemporary insights on the cultural question.

THE JUDGING

Sponsor: Bay Area Video Coalition, San Francisco

A script will be developed for a one-hour television program dealing with the question, "How do young people make moral and ethical decisions, and what social forces contribute to the development of their ethical and moral standards?" The study was triggered by a

community-shocking incident in a Bay Area town where at least nine young people knew of the murder of one teen-ager by another and only one, after several days' delay, went to the police. The project will look for the background and source of the moral and ethical judgements made by the several young people who actually saw the body and made their individual decisions as to what to do with the knowledge.

An advisory committee of scholars in philosophy, sociology and anthropology will analyze the social and ethical issues raised by the events, and determine directions which the script might take in presenting these complicated issues on television in a dramatic and compelling way. The advisory committee will continue to function through production as a review committee.

ETHNIC STUDIES CONFERENCE, SAN FRANCISCO STATE UNIVERSITY

Sponsor: Frederic Burk Foundation, Inc.

A three-day conference will commemorate the founding of the first School of Ethnic Studies at an American college 15 years ago, following a student/faculty "third world strike." Participants will analyze the progress made since then in alerting students to the realities of a multi-ethnic society where racial problems are common. While no one questions that ethnic students are entitled to an education, there is still debate as to whether they should learn about and emphasize their own ethnicity, culture and values, or adopt those of the dominant society.

Scholars in history, anthropology, philosophy, and black and other ethnic studies will lead sessions looking to the future of ethnic studies, and encouraging a diversity of viewpoints. The first day will take up issues on the San Francisco State campus; the second will look at ethnic studies curricula in colleges throughout the state, and discuss a proposed bill to mandate them as a graduation requirement at California colleges. The third day will consider the implications for ethnic students of international relations between the United States and nations in South America, Asia and Africa. While targeted primarily at students and members of ethnic minorities, the conference will also welcome the general public.

Development of Humanities Resources

WHY STUDY THE HUMANITIES? A STUDENT PERSPECTIVE ON THE VALUE OF THE HUMANITIES IN CONTEMPORARY SOCIETY

Sponsor: Marin Community Video, Corte Madera

Guided by a panel of humanities scholars and experts in video, 13 high school students will help to produce a videotape and other resource materials focused on the importance of the humanities in present day education. Scholars in philosophy, literature and history will lead teams of high school researchers who will conduct and tape interviews with executives and decision makers in the fields of the

humanities, secondary and higher education; computer technology and local government. The interviews will explore the values of these adults and their perspective on the role they play as contributing members of society. The student video team will help to edit the interviews to a 30-minute documentary designed to reveal the role of the humanities in helping individuals develop critical thinking skills, values clarification and creativity.

A supplementary brochure will be created, and materials will be distributed to all Marin County public and private high schools, community colleges and public libraries.

CCH and Public Secondary Education

Continued from Page 1

prescriptions for the nation's educational ills. But last spring, when the Council decided to phase out the HIS program after five successful years, it decided as well to extend its foray into public education.

The reason? The extraordinary focusing of public attention on the condition of public schooling in the nation and the state. In 1982 Bill Honig had made reform an issue in his successful run for the office of State Superintendent of Public Instruction. An equally successful candidate, Governor George Deukmejian, had pronounced education his top priority in his first State of the State address in January 1983. Reports and books deploring the condition of public education in this country seemed to arrive with book-of-the-month club frequency in 1983 (ten so far; nine more to come, I'm told). The Council decided the time was right to strike for the humanities

New Program Officer

Continued from Page 1

are in history and ethics, with a special interest in the classics.

She has taught informal logic at San Francisco State University, a two-semester seminar on self-knowledge for the College Emeritus at College of Marin, and has assisted in numerous history and writing courses for philosophy majors at Berkeley. She prepared and implemented two proposals funded by the Hawaii Committee for the Humanities during a sojourn in Hawaii during the 1970s: one on planning, in the predominantly Hawaiian community of Keanae/Wailua Nui on Maui, and one, sponsored by the University of Hawaii, filming three older residents "talking story" about their childhood.

Croughan lives in Berkeley, graduated from Novato High School in northern Marin, and comes from a large and very close family. She enjoys playing the violin and sometimes practices the art of calligraphy.



Caitlin Croughan

in public education, and more specifically, in the state's secondary schools.

The field of education is a highly charged one, both politically and philosophically. The first half of 1983 had the new governor, the new state superintendent of schools, the legislature and numerous organizations arguing in private and in public about how public education's multitude of sins would be corrected in the new budget. The result was S.B. 813, a series of educational reforms coupled with an increase in spending for public education. The provisions of that bill are many, but one of the most important was a set of uniform graduation requirements to be applied in school districts statewide for the first time in 15 years. (CCH's new program officer, Caitlin Croughan, spoke with school officials in Sacramento and elsewhere about the promise and problems posed by S.B. 813 and reports her findings in this issue). In those graduation requirements lies the new commitment (or lack thereof), to the humanities in secondary school education.

What we find is that those graduation requirements include a formal commitment to traditional humanities subjects, literary and language study and history, most particularly. Yet the content of these new requirements has yet to be decided, and what troubles me is that the trust of many new proposals is advocacy of math and science as educational priorities. This is not the place to argue once again the importance of the humanities to a free society. I have wished at times that a deficiency of the humanities might cause some dramatic and tangible disease like measles or mumps, so that the deficiency could be redressed quickly. Unfortunately, the effects of deficiencies in historical, philosophical and literary understanding are insidious, and by the time those effects show themselves a generation has passed and it's too late for short term remedies. In any event, the Council felt that as a public advocate for the humanities standing outside the educational establishment, it was in a position of both responsibility and opportunity to speak for an increased role for the humanities in secondary education.

But which humanities? The Council operates with a 1964 Congressional definition that defines the humanities by disciplines found in higher education but almost unknown in secondary schools. You can find that list in our program announcement and in the RFP in this issue. CCH members and staff can attest to the difficulty such a definition provokes for the ordinary citizen. Indeed, a report on "Humanities and State Education Agencies" prepared by the Council of Chief State

School Officers recommends that "state education agency humanities personnel, the NEH and humanities scholars should cooperate in developing a working definition of the humanities that can be easily adapted to elementary and secondary education." May we all live to see that day!

Beneath this definitional problem lurks an institutional one: the gulf that seems to separate our institutions of higher education and our public schools. The gulf is widely lamented; tentative bridges have been thrown across it in the past and more are even now being fashioned. Still it persists. In the past, the two sides have met most often over the subject of college entrance requirements, but I think the opinion is growing that this is not enough. For one thing, a rather unfortunate pattern becomes established, whereby college professors lament the lack of preparation of their incoming students ("What are they doing in high school, anyway?") while high school teachers feel not only overworked but blamed in addition ("Why don't they try grading 150 papers a week?")

Last month I learned of a program which seeks to improve the relationship between college professors and their public school counterparts. Dr. Claire Gaudiani of the University of Pennsylvania is directing a major national project funded by NEH, the Rockefeller Foundation and the MacArthur Foundation to encourage collaboration among faculty in the schools and colleges. Its premise is simple: college and school teachers do not function like colleagues but instead divide themselves into groups according to the age level of the students they teach. As a result, they do not meet regularly to keep each other up-to-date in their fields and to help assure high quality professional work, as medical and legal professionals do at county medical and bar associations. This in turn cuts school teachers off from the intellectual dimensions of their subject areas and keeps college teachers uninformed about the problems and programs high school students pursue.

Gaudiani's program, called "Strengthening the Humanities Through Foreign Language and Literature Studies," has as its two-year goal the establishment of 70 permanent centers for ongoing faculty development in foreign language and literatures and aid to faculty in English and history to establish similar collaborative professional groups. There are seven such groups now in California and we shall try to report their progress in future issues. For further information about the program, you can contact Dr. Claire Gaudiani, 210 Logan Hall, University of Pennsylvania, Phila-

delphia, PA 19104, 215/898-3112.

Increased college/public school cooperation between humanities teachers is only one way in which secondary school students might be well served. I mention the problem of the lack of cooperation only because it seems so typical of our educational problems: easy to identify, difficult to solve. Very few of the recent diagnoses are new, and specialists in education know better than I how often they have heard some of the proffered remedies before. Which brings me once again to the Council's new RFP. While the Council has areas of special concern regarding education in the humanities, it has no special insights into how the humanities might best be served in secondary education. It was not that the Council members and staff do not have opinions about what could or should be done; rather those opinions are not grounded in experiences in the state's secondary schools. On the other hand, because it is not part of the educational bureaucracy, the Council can afford to give new ideas a chance to prove themselves.

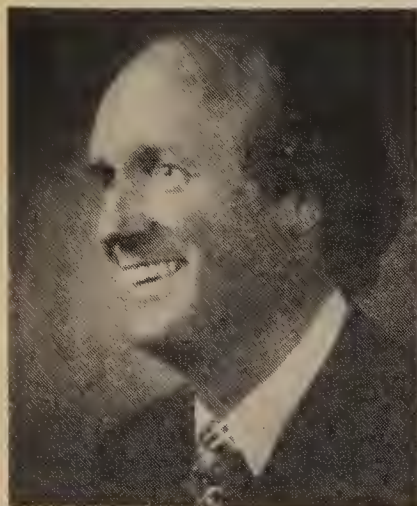
As the RFP announcement indicates, the Council intends to fund projects which can serve as models throughout California, and by funding more than one project at levels up to \$50,000, the CCH hopes to spur improvement in humanities education on several fronts at once. We have left the burden of diagnosis and cure for those closest to the patient, and while we have no illusions about what our relatively modest funds might accomplish for humanities education in the secondary schools, neither do we place any limits on what might be accomplished, if enough concerned organizations are encouraged to address this most pressing problem.

New Address

Katherine Kobayashi, CCH Assistant Director, has a new address in Los Angeles: 1052 West Sixth Street, Suite 700; Los Angeles, 90017. The new telephone number is 212/482-9048.

From her old office on Olive Street, Kathy moved around the corner and six blocks west. Her new location is one block west of the Harbor Freeway, on Sixth Street between St. Paul and Bixel.

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Walter H. Capps

Capps Elected Federation Head

Walter H. Capps, Professor of Religious Studies at the University of California at Santa Barbara and chair of the California Council for the Humanities, was recently elected to the presidency of the National Federation of State Humanities Councils. The Federation is an association of humanities councils, CCH counterparts in the other 49 states, Puerto Rico and the District of Columbia. Federation activities include research on topics common to all state councils and an information exchange promoted by publications and conferences. Dr. Capps will head the organization for two years.

The Federation Board of Directors is made up of humanities council members and executive directors elected statewide, making it possible for the state programs to speak with a single voice. Its headquarters are in Minneapolis.

SB 813 and California Education

Continued from Page 3

philosophy, formal and informal logic, or critical thinking, and no course of such description is required by the standard or recommended by the model high school requirements.

The Practical and the Ideal

What are the practical consequences of implementing SB 813?

One consequence of the bill's passage is the undermining of morale in the professional educational community. SB 813 seems to suggest that teachers and administrators, and school boards, have not worked hard to improve education, and would not do so without the imposition of standards by a central authority. Administrators in the State Department of Education realize, however, that implementation of the bill depends upon review by the local districts, and depends also on the bill's expression of standards already embraced by the educational community. Improvements will be made, therefore, if and when they are encouraged and imposed by the

Educational Opportunity

Continued from Page 1

between traditional educational objectives and the dynamics of contemporary social and economic change. And the desire to reformulate priorities, and, perhaps, to strengthen teacher incentives, is finding expression within a shifting attitudinal environment. What once was hailed as "the great society" is now lamented, by many, as having produced nothing more than a "permissive society" whose ambitions are responsible for the demise of public education. The schools are being asked to rekindle the senses of patriotism and positive "we-feeling" that characterized the nation's sense of identity back then, before the social and cultural explosion occurred.

We who have the privilege of serving with the California Council for the Humanities will be watching and monitoring all of this with great interest and care. We know that the new attention being given education is a positive development. We support it. We also heartfully applaud the new enthusiasm for educational excellence. But our interest in the

longer-range compulsions of the human spirit requires that we insist that excellence not become the mechanism to divert the society from its stated commitment to equity, or, as it is called more frequently, "equality of access." Furthermore, we recognize that guardians of the humanities have much to gain from a back-to-basics movements, especially if this stimulates dedication to texts as well as a desire for fundamental learning. But we will urge that devotion to the great books not cancel interest in the great issues; the two belong together. And we will insist that the traditional canon of "basics" be expanded and deepened so as to be reflective, cross- and inter-culturally, of all segments and components of the society.

It is an exciting time for education. We share the excitement and enthusiasm. It is promising, too, for the humanities; for, from all sides, the significance of the contemporary educational revival will depend upon the ideals and values by which it is supported and with which it is made conversant. In this we have a real stake.

Status Report on Humanists in the Schools Program

Continued from Page 4

the projects are co-funded by other foundations and education funds, officers and evaluators from those agencies do their own kinds of evaluation of HIS. CCH devised both qualitative—in the form of interviews, essay-type questions, and such—and quantitative—in the form of test scores, numerical assessments and such—measurements of what has happened in the projects. Samples of our evaluation forms will be provided in the HANDBOOK.

Briefly, I can say that teachers reported such changes as improvements in their teaching techniques, updating their subject matter, and re-instilling of a positive spirit in schools where teacher burnout was common. Students' test scores and personal testimonies document their increased awareness of the humanities, their broader and deeper acquaintance with humanities texts and ideas, and their real knowledge of the conceptual and physical



'A Cowhand's Song'

Humanities/film patrons in the San Francisco Bay Area may enjoy a reshooting of the award-winning documentary, *A Cowhand's Song*, which features the lifestyle and difficulties of cowboys and cattle ranchers who for generations have run their herds on the beautiful and remote public lands of northeastern California. The Pacific Film Archive, 2625 Durant Avenue, Berkeley, will present the film on March 28. Their telephone number is 415/642-1124.

artifacts of cultures and history. Parents report a rejuvenation of support for school programs. Administrators have eloquently endorsed the program by continuing to provide school funds and teacher release time for expansion and solidification of the program in schools and districts.

The program has been carefully monitored, a time-consuming task. But the care in monitoring, combined with a three-year pilot program in a region (normally), provides a timeline that allows flaws and problems to be corrected, so that by the end of those three years the problems have been reduced to a minimum. The HANDBOOK reviews the problems we have encountered, and anticipates a few that might arise in a scholar residency program, with suggestions for their solution.

Humanists in the Schools is now in its sixth year in California. While most of the HIS programming has involved the three major metropolitan areas of the state, the suburban and rural districts have not been ignored. Most people think of California as a state blanketed with people. In fact, many of its 58 counties have fewer than 20,000 people—one has fewer than 1,000—and school districts range in size from Los Angeles, described earlier, to single one-room schoolhouses.

Humanists in the Schools has survived and thrived because it has met head-on the problems in California education with suggestions that are specific to California but also address ills of United States education in general. The HANDBOOK will explain how these goals have been met.

districts themselves. The implementation of SB 813 thus is a long-term task of building a consensus in the educational community. To that end, Department of Education personnel want to learn from districts how they can better serve their needs.

Another consequence of SB 813 is inherent in standards and general provisions. School districts are as varied as the cultural, ethnic, and socio-economic groups that make up the State of California. Schools indeed represent the goals and interests of the communities surrounding them. As one educator puts it, "The road to excellence may vary in each community." It is important to have ideals to strive for, but it is also important that standards be realistic and attainable. Model requirements, for example, which recommend a year of algebra and a year of geometry are just not applicable to the high school student who does not yet understand fractions, and models proposing enduring literary works require that a student can already read. Financial provisions for additional testing and specialized

mentor and secondary programs may not be flexible enough for the needs of individual districts. A particular school may need a computer center, for example, while another may need extra teachers and extra classrooms to reduce class size or provide math and reading labs where students can be given individual attention.

At every level in education, at particular school sites, and at the district and state levels, educators agree that a good education depends primarily—if not solely—on the ability of the teacher to motivate the student. There are good teachers in California, they all agree, who want to teach and want to improve. How to establish a climate in which good teachers are recruited, retained and encouraged becomes the essential link in realizing the ideals of SB 813. This may happen, in part, when teachers are drafted from the disciplines of the humanities. Only then will English and history, literature and even Spanish, or Russian, or philosophy be reflected in the methods and content of high school curricula.

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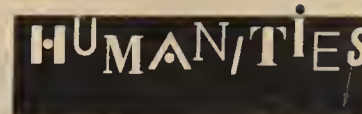
NEXT DEADLINES: April 30, 1984
July 31, 1984

Proposals for these deadlines must conform to the 1982-84 Program Announcement.
TEN copies of all proposals must arrive in San Francisco office by the date due.

Spring, 1984
Volume 6/Number 2

CALIFORNIA COUNCIL
FOR THE HUMANITIES

NEWSLETTER



Humanities Education

HUMANITIES NETWORK

Request for Proposals

The California Council for the Humanities, a state affiliate of the National Endowment for the Humanities, is requesting proposals for projects whose primary aim is the improvement of education in the humanities in California's secondary schools. The Council's primary audience has long been the out-of-school adult public, though it has affected public school students through its humanist-in-the-schools program, which places humanities scholars in residence at public schools. Now, in the current climate of national concern about public education and with the passage of legislation promising major changes in California's public schools, the Council wishes to encourage action in new areas to improve education in the humanities, specifically in the state's secondary schools. To this end, the Council plans to award grants in amounts up to \$50,000 in the fall of 1984.

ELIGIBILITY

Any nonprofit organization, institution or group, whether or not incorporated or tax-exempt, may apply. We welcome proposals from school districts, colleges and universities, and organizations of school

administrators, teachers, parents and students; indeed, any organization which can create an effective project for improving the humanities in California's secondary schools is urged to apply, whether or not it has applied to the Council for funding in the past.

"HUMANITIES"

Secondary school humanities curricula currently include courses in history/social studies, English and American literature, and foreign language study. The Council is bound by a Congressional definition of the humanities which includes the following disciplines: "history, philosophy, languages, literature, linguistics, archaeology, jurisprudence, history and criticism of the arts, ethics, comparative religion, and those aspects of the social sciences employing historical or philosophical approaches." For purposes of this request for proposals, only the core humanities disciplines (history, literature and language study, philosophy) are likely to be relevant. Proposals in the visual and performing arts will not be considered.

Continued on Page 1